



Whitefield Primary School

Relational Behaviour for Learning Policy

Mission Statement

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Whitefield we believe in nothing but the best!

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

Whitefield Primary School's approach to behaviour

We believe that we promote good behaviour by creating a happy, safe, inclusive and caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. Our core values are care, connection and confidence and we actively encourage our pupils to share their views and contribute to the continuous improvements of our school.

We consider that behaviours which challenge always happen for a reason and may be the only way a pupil can communicate – it can arise for different reasons which are personal to the individual. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, some with complex needs.

We are committed to ensuring equality for our pupils and adhere to the guidance of the Equality Act 2010.

We encourage pupils to achieve in a learning environment where self-regulation of behaviour is promoted, and pupils are taught the skills to achieve this. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with our pupils through the pupil leadership groups and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child: children should be encouraged to form and to express their views.

Our approach to behaviour incorporates three key ideas of the relationship-based approach to inclusion philosophy:

1. **Unmet Need:** Behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation, without considering their individual influences.
3. **Relationship-based, restorative approaches** offer an evidence-based alternative to zero- tolerance behaviour management systems.

Aims of this policy

We aim to;

- Provide an inclusive, safe and positive environment in which pupils can learn;
- Ensure all pupils develop personal confidence and have a voice that will be listened to;
- Ensure pupils develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- Support pupils to develop skills in emotional self-regulation;
- Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning;
- Link behaviour and emotional states to readiness for learning and ensure that pupils understand this link and can self-regulate;
- Engage pupils in a consistent dialogue from all members of staff with regards to behaviour;
- Provide individualised approaches to behaviour if and when required by pupils with more complex needs;
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment

Our School Community will:

- Apply the guidance contained in this policy;
- Engage pupils in discussions about behaviour using emotional self-regulation and social cognition approaches where appropriate;
- Report significant incidents to the senior leadership team and record them on cpoms;
- Take responsibility for responding to the behaviour of pupils and take appropriate action;
- Promote positive behaviour through being good role models for others;
- Tackle any form of bullying in line with our anti-bullying child protection policies;
- Actively promote an inclusive ethos throughout school;
- Seek support, if unsure, from key members of staff with expertise such as Senior Leaders, the Inclusion Manager or our designated Mental Health First Aider;
- Adopt child-centred approaches by listening to pupils and considering their perspectives. These will include awareness of Attachment and Trauma Centred approaches

Management of classroom behaviour

Every class displays a Care, Connection and Confidence board which displays a range of emotional states in different coloured zones. Pupils are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all pupils are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being. **Children access the My Happy mind programme as a support to mental health**

We encourage our class staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. We recognise this can be very difficult and Senior leaders are available to support. Any specific arrangements for individual pupils will be agreed in collaboration with the inclusion manager.

Occasionally, the behaviour of children may escalate and become unsafe within a classroom. Children with this level of behaviour will require the involvement of the inclusion manager who will coordinate an individualised response to behaviour through a risk assessment and SEND support plan. Persistent or severely unsafe behaviour may lead to implementation of exclusion procedures.

Specific guidelines to managing sexualised behaviour within our approach to behaviour and in line with KCSIE can be found in Appendix A.

Roles and Responsibilities of staff

- Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with Senior Leadership;
- Be a role model for positive communication, care, connection and confidence;
- Actively build trust and rapport. Adults should listen respectfully to the pupil and make a judgement about how/when to respond.
- Maintain a calm and purposeful learning environment;
- Take responsibility for the behaviour of all pupils around school, including during lunch and playtimes and deal appropriately with any incidents that occur;
- Monitor the behaviour of all pupils in class and report any significant incidents or concerns using the CPOMS system via the safeguarding procedures in place;
- Monitor the impact of additional intervention and outside agency involvement on pupils in class and how it affects their readiness to learn;
- Use the language of social cognition and emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so;
- Ensure rewards are distributed regularly and inclusively by electing children for recognition in whole-class celebration assembly. Ensure that the focus of rewards is on the core school values of care, connection and confidence;
- Where pupils have a significant level of social, emotional or mental health needs, staff will adhere to the guidance of any risk assessments or outside agency advice that is collated and shared by the inclusion manager;
- Staff should seek advice from Senior Leaders at the earliest opportunity if lack of engagement with learning becomes a concern and further action may be required;

The role of Senior Leaders

- To monitor the impact of this policy and review when required;
- Report on the effectiveness of this policy to Governors;
- Ensure staff access appropriate training and/or coaching regularly;
- Regularly discuss behaviour as part of the weekly safeguarding review meetings;
- Monitor any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimised;
- Engage with families through person centred planning approaches whereby the needs of the child are placed at the centre of all decisions made;
- The inclusion manager will coordinate any outside agency involvement which may be appropriate in meeting additional needs;
- Monitor pupil responses to this policy through the recording of significant incidents and analyse the impact on different groups of pupils to ensure that no specific group is unduly disadvantaged;

Role of Governing Body

- Delegating powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Ensuring a high standard of provision throughout school;
- Scrutinising data presenting to the governing body regarding behaviour and safeguarding;
- Ensuring the school policies and practices comply with the SEN code of practice;
- Ensure that the school complies with all equalities legislation;
- Ensure funding is in place to support this policy;

- Ensure that this policy and all policies are maintained and updated regularly;
- Ensure all policies are made available to parents;
- Ensure that effective implementation, monitoring and evaluation of this policy takes place;

Rewards and Sanctions

There is a whole school strategy in place for rewarding the efforts of pupils to demonstrate the core values; care, connection and confidence. Awards are presented in assemblies for these school values and other aspects of whole school priority.

Staff members are committed to positive recognition for what pupils *can do* and for the individual steps each child makes towards their goals.

We actively encourage them to children to know the right thing to do by maintaining boundaries and staff are expected to be firm, calm and consistent in their approach and explaining the consequences of choice, both positive and negative.

Staff should use specific descriptive praise when we see them making a good choice and link consequences to the choices they make, to help them make the best choice.

“I liked that you asked for a break when you needed it.”

“I noticed you were being a good friend by helping Sam.”

“Thank you for coming back to your work so quickly.”

It is important that pupils are supported to understand that inappropriate behaviour has consequences.

Example of consequences might be

Behaviour	Consequence
Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe.	• Pupil has a break away. • Pupil is guided to their ‘safe place’ to help with self - regulation • Pupil is supported by an adult to reflect. • Pupil apologises to the group for his/her specific actions and carries on with the activity.

This will help individual pupils develop an understanding of consequences for making choices which negatively affect others. Confiscation of inappropriate items for instance, can be given by class teachers acting in accordance with ethos of the school and the guidance from part one of Keeping Children Safe in Education 2018.

When discussing behaviours/reaction we refer to the health and safety and the impact the situation may have had on all involved or nearby

In line with our Play Statement we recognise play as a right under the UN Convention (Articles 31, 12 and 15) so playtime will not removed or shortened as a sanction.

Discussion should follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later.

- Consequences will never involve taking away a previously earned reward.
- Teaching staff will avoid any actions which lead to unnecessary shaming or humiliation of the child.
- The specific needs of the child will be considered when deciding appropriate next steps for the child; we recognise that a one size fits all approach is not appropriate for our pupils.

- Where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

After discussion with a child it is important to repair and move attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

A physical interventions policy is in place to provide staff with the correct guidance with regards to the use of reasonable force. Members of staff are only expected to use reasonable force in exceptional circumstances where not to do so would place any pupil at risk of significant harm.

Other sanctions may include

- Cautionary advice
- Educational intervention
- Reporting to parents
- Reporting to the police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Suspension
- Exclusion

Exclusions and alternative provisions

In exceptional circumstances, when the behaviour of individual pupils places others at risk of harm then exclusion procedures may be implemented, however, further action is always taken to ensure that plans are in place to meet the needs of these individual pupils. School also work closely with the Social Inclusion service at Liverpool City Council in order to plan appropriate arrangements for pupils who require alternative provision to reduce the risk of permanent exclusion.

Alternative provisions offered through Social Inclusion include short-term behaviour support centres where pupils attend for a minimum of six weeks. They remain on roll and their progress is monitored by the inclusion manager in liaison with staff at the centres. During this time, practice is shared between settings to ensure that individual needs are met and specific support is directed. Occasionally, for pupils with significant Social, Emotional and Mental Health Difficulties, an Education, Health and Care plan may be requested. This is coordinated by the Inclusion Manager Mrs Beale.

Staff training

All staff have accessed training in social cognition, self-regulation and trauma and attachment sensitive approaches. This equips them with the ability to discuss behaviour with individual children and find solutions that enable pupils to manage their own behaviour effectively and make good choices.

Whilst these approaches can be used by all members of staff, we recognise that individual children may require an individualised approach from staff. This is coordinated by the Inclusion Manager and may require consultation with outside agencies such as Seedlings or our Educational Psychologist. When outside agencies are involved and provide guidance or advice, this information is shared with key members of staff to ensure that appropriate provision is made for pupils in school.

Use of reasonable force

All members of school staff have a legal power to use reasonable force. This includes the power to search for prohibited items identified in the DfE 'Use of Reasonable Force' Guidance.

The school's policy is to follow this guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Searching, Screening and Confiscation

The school follows the Searching, Screening and Confiscation Advice for Schools July 2022.

The School's policy is to follow this guidance .

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Pupil support systems

We implement a wide range of support systems for pupils who are having difficulty in achieving successful behaviour for learning. Some of these include the following;

- My happy mind
- Social Thinking intervention groups
- Individual reward systems or tracking systems
- Time to Talk with our mental health leader Miss Cunliffe
- Yoga and Mindfulness
- SEMHD interventions such as Drawing and Talking, pet therapy, LEGO therapy or Seedlings
- Mentoring
- **Zones of regulation**
- Peer support i.e. friendship circles, designated buddies or play leaders. **Bright Leaders**
- Comic strip conversations and social stories including use of widget
- Social behaviour mapping techniques
- Extended Play sessions

Pupils are encouraged to talk thoroughly about significant incidents so that solutions can be found which prevent high emotional reactions. In doing so we aim to ensure that pupils maintain positive relationships and make good choices about how to deal with a range of situations.

In class, teaching and learning approaches maintain reflective strategies so that pupils developing an understanding of how they learn, when they are finding something challenging and what to do when this happens. Whitefield Primary School also use a Growth Mindset approach throughout school, encouraging pupils to embrace mistakes as a learning opportunity which will support their development.

Managing Pupil Transitions

We understand that moving up to a different class or between schools can be a stressful time for children and we aim to ensure that the level of support required is provided to individual pupils.

Our Inclusion Manager coordinates the transition of all pupils with additional needs between settings. All classes engage in transition sessions in the summer term in order to meet their new teachers and experience their new classrooms before they begin there in September. Pupils with SEND are provided with an appropriate number of additional sessions and support to develop their understanding such as visual transition booklets. All EYFS pupils are provided with a visual Whitefield Primary School welcome booklet so they are introduced to the school environment and routines prior to admission.

Relevant members of staff from Whitefield Primary School liaise with staff at secondary schools and also nursery settings prior to transition to ensure that information is shared effectively in order to plan the most appropriate provisions. For different pupils, transition packages may include visits to settings, transition planning meetings, attending EHAT meetings or EHC reviews and linking with SENCos. We are happy to consider flexible arrangements to enable the most positive transitions for pupils.

Working with families

At Whitefield Primary School we understand the importance of working together with families to ensure the best outcomes for our pupils. If the behaviour of individual pupils becomes a concern then we will meet with parents and/or carers at the earliest opportunity in order to plan effectively. If families require additional support, then we can offer this through the Schools Family Support Service or Early Help Assessment Tool.

APPENDIX A: Managing Sexual Behaviours

The school's approach to managing Harmful Sexual Behaviours is based on the AIM project and uses their research and methodology.

Sexual behaviours can be defined as:

- Sexual violence –rape, assault by penetration or sexual assault
- Sexual harassment – unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes or online harassment.

A Whitefield our ethos is based on a culture of respect, acceptance, and diversity. Any incidents of sexual violence or harassment will not be tolerated. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school will use the guidance set out in the AIM project to deal with all allegations of sexual behaviour.

Curriculum

The school's RSE and PSHE curriculum is focused on healthy relationships and teaching the values of respect, acceptance and diversity. All children will be educated through the school curriculum to understand these values . (see PSHE/RSE curriculum). Children will also be taught the importance of identifying and reporting harmful sexual behaviours through the safeguarding curriculum.

Reporting

- All incidents of sexual behaviour should be recorded on CPOMs by staff and reported immediately to the safeguarding team.
- Staff should be alert to any 'lower level' incidents of sexualised language/sexism. These incidents should be tackled through educating the child and reporting to the DSL.
- Children should understand that any incidents of sexual violence or harassment should be reported to a member of staff immediately.
- The safeguarding team will review weekly any incidents of sexualised behaviour and identify and respond to any patterns.

Responding to incidents

All staff will be trained in understanding and managing sexual behaviours. They will know how to report and respond to any incidents.

Incidents will be considered on a case-by-case basis, taking into account the age and developmental stage of the child who has been harmed and the child who has harmed.

The child who has been harmed and the child who has harmed will be given a safe space with at least two members of staff to explain the incident.

Significant incidents of sexualised behaviour will be assessed by the safeguarding team using the AIM checklist. This checklist will categorise any behaviours as normal, inappropriate, problematic or abusive/violent. This work should always be undertaken as a team.

Following this assessment the team will decide on appropriate actions and sanctions. These must always take into account the views of the child who has been harmed and the child who has harmed and be proportionate. They may include:

- Cautionary advice
- Educational intervention
- Reporting to parents
- Reporting to the police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Use of a Risk Assessment Management Plan (RAMP)
- Suspension
- Exclusion

Support for the child who has been harmed

Support will be provided for the child who has been harmed in discussion with the child and parents/carers as appropriate. This may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers

Support for the child who has harmed

Support for the child who has harmed will be in discussion with the child, safeguarding team, SLT, parents/carers, police and social care as appropriate. This support may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers

APPENDIX B: Managing Discriminatory Language

Educating your pupils, staff and parents helps tackle all forms of discrimination, such as racism, sexism or ableism. Stopping these behaviours early can help to educate and prevent more serious forms of abuse and discrimination from taking root.

In addition we comply with the Public Sector Equality Duty (PSED) in your school. This means you must have due regard for:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations in your community

Guiding principles when challenging behaviours

It is recognised that there's no "one size fits all" approach to these conversations. Staff and Leaders need to judge the most appropriate way to raise the topic, depending on the situation.

These are the principles we will use when dealing with these behaviours

1. Don't let it go

If you hear or see a pupil or a member of staff saying or doing something that feels sexist, racist or discriminatory in any way, respond to the situation there and then. By doing nothing, you're sending the signal that you're okay with what you've witnessed.

2. Be reasonable

Make sure your response to anything seen or heard is proportionate. If you have a zero-tolerance approach to even the most minor of comments, pupils are unlikely to be honest with you or feel they can talk to you about these issues.

Explain why the behaviour is inappropriate and accept that a conversation may be all that's needed.

3. Handle incidents calmly

Depending on the severity of what you've witnessed, reacting immediately with anger or harsh discipline will likely cause the pupil to become aggressive and defensive in turn.

If appropriate, turn the situation into a teachable moment. Explain **why** what was said or done was inappropriate and encourage a conversation rather than just handing out punishment.

Stop the behaviour right away but pick up with an individual child have the conversation later when the child is calm and away from peers.

4. Be precise

Always explain exactly what was inappropriate, in as much detail as possible, so there's no room for doubt.

For example, instead of saying "don't say words like that" or "don't swear" to a pupil, instead state exactly which word is inappropriate, always giving a reason why. Depending on the age of the pupil, you might want to say something like:

"Do you know what [that word] means? [Explain in age-appropriate terms, if necessary] You might hear and use that word at home, but it can offend and hurt some people so we don't use it in school."

Reporting

- All incidents of discriminatory language should be recorded on CPOMs by staff and reported immediately to the safeguarding team.
- Staff should be alert to any 'lower level' incidents. These incidents should be tackled through educating the child and reporting to the DSL.
- The safeguarding team will review weekly any incidents of discriminatory language and identify and respond to any patterns.

Responding to incidents

- All staff will be trained in understanding and managing discriminatory behaviours. They will know how to report and respond to any incidents.

- Incidents will be considered on a case-by-case basis, considering the age and developmental stage of the child who has been affected and the child who has harmed.
- The child who has been harmed and the child who has harmed will be given a safe space to explain the incident.

Following this assessment the team will decide on appropriate actions and sanctions. These must always take into account the views of the child who has been harmed and the child who has harmed and be proportionate. They may include:

- Cautionary advice
- Educational intervention
- Reporting to parents
- Reporting to the police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Suspension
- Exclusion

Support for the child who has been harmed

Support will be provided for the child who has been harmed in discussion with the child and parents/carers as appropriate. This may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers

Support for the child who has harmed

Support for the child who has harmed will be in discussion with the child, safeguarding team, SLT, parents/carers, police and social care as appropriate. This support may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers